



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Church of England Principles and Charter in relation to RHE

Achieving Excellence Together

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In November 2019, the Church of England published Principles and a Charter entitled "Relationships and Health Education (RHE) in Church of England Schools". The document set out several key principles and then provides a Charter which schools can use. This document sets out how both the ethos and teaching content of our PSHE curriculum support Church of England schools in delivering RHE in light of this document.

Church of England Key Principles

Church of England schools should ensure that their RHE curriculum protects, informs and empowers all pupils. It should ensure that children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others (SIAMS schedule page 11). It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England Primary Schools. Primary Schools can decide whether they wish to choose to teach some aspects of Sex Education. Where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.

We encourage all schools to approach RHE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should give dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

The Church of England Charter states that the school will commit:

To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

That RHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

That RHE will be delivered in an inclusive way that gives dignity, respect to all that make up our wonderfully diverse society, including the LGBT+ community. It will be taught in a way that is sensitive to the faith and beliefs of those in the wider school community and will seek to fairly explain the tenets and varying interpretations of religious communities on matters of relationships. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

That RHE will seek to build resilience in our pupils to help them form healthy relationships. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender and relationships. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

That RHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school and develop character and virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. It will encourage relationships that are hopeful and aspirational.

That RHE will be based on honest and medically accurate information based on reliable sources of information, including about the law and legal rights. It will present a positive view of human sexuality. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and reproductive health as appropriate to their age and maturity.

To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have SEND but recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

To seek pupils' views about RHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, consent and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.